

# Cardboard Box Street

## Lower Primary Activity 1

### 'My Outdoor Classroom' Lesson Plan

#### Humanities and Social Sciences

- Experience places that are important for specific people and related activities (VCGGC003)

*Elaborate on, extend and integrate this activity with other learning where possible.*

#### Resources:

- Printed 'My Outdoor Classroom' Nature Passport booklets
- Twine/String
- Tape
- Scissors
- Cardboard Boxes\*
- Paint or Coloured Markers

Class : .....

Date : .....

Weather : .....

\*Large cardboard boxes may take some time to procure. Plan ahead for this activity and consider asking your school and local community: parents, hardware/ electrical/ furniture stores etc. if they have any large boxes they could donate.

#### Introduction

Your class may have heard of thinking outside the box, but they're about to make a whole cardboard box street!

This activity will require some pre-learning and discussion around what a 'main street' is.

- Talk about how 'main streets' are becoming less common as we have big shopping centres and department stores that are taking their place.
- Discuss whether there is a 'main street' or big shopping centre located near the school.
- If it's feasible and your school is walking distance from a 'main street' you may even consider an excursion to visit it and take note of the different goods and services offered.

#### Before You Head Out



*Consider using a camera or the Nature Passport App to take photos and record the activity (See the Reflection/Discussion section for further details).*

- As a class, discuss whether there's a 'main street' in the town or suburb where you live. Explain that this is generally a street where shops, banks/ATMs and other retailers stand side-by-side.
- As a class, you'll be creating a street of shops for an imaginary community. Before you start building, hold a 'town planning meeting' to brainstorm what types of services you would like to provide to the community (bank/ATM, post office, library, clothing store, nail salon, bakery, toy shop, hardware store, flower shop etc).

- Split the class into pairs or small groups and assign each group with a shop or service to create.
- Decide as a group on currency. What will you use for money? Will you pay for things in leaves or stones, jokes or songs? Will you create a cardboard “credit card”? Will you trade items between shops?
- Model for the class how to add small cardboard boxes to the back of larger boxes so that the boxes stand up.

*Note:*

*We recommended that you cut holes into the front of any thick large boxes (for windows and doors) before commencing the activity with the class.*

### Cardboard Box Street Activity Steps

- 1 Gather whatever natural and household materials you feel you might need to construct (and stock) your shops. Remember not to use living plants when collecting materials and deciding on a location in the schoolyard for your street.
- 2 Go into the schoolyard as a class and decide where you will build your street.
- 3 Each group - take a large cardboard box and open it out flat. This will be your shop front. Tape some small cardboard boxes to the back to provide support so that your shop will stand up.
- 4 With help from the teacher, make your establishment welcoming by carefully cutting windows into the front of your shop using scissors. Now you can wave at customers!
- 5 Draw a shop name and sign, and maybe even some of your shop’s window displays too. Be as creative as you like.
- 6 You can place all the things you need, such as fruit and vegetables, coins, baked treats etc, inside and outside your shop. You can even make some special items out of more boxes, like a cash register, or natural objects, like mud pies or cupcakes.
- 7 Once you’re ready, invite teachers and other school children over and see what they buy.
- 8 When you’re finished playing, **look around and discuss as a class:** Are your shops in an area where they can be left standing? If so, students might like to continue playing and adding to their street during recess and lunch.



